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**BULLOCH COUNTY HISTORICAL SOCIETY
PRESENTS**

THE GREAT MAGNOLIA



**AND
BOARDING TEACHERS
IN
RURAL BULLOCH COUNTY**

**BY
MARY SUE DeLOACH SMITH, Ed.D.**

The Great Magnolia
and
Boarding Teachers
in
Rural Bulloch County
1930's - 1940's
by
Mary Sue Deloach Smith, Ed. D.

This is the composite report of findings from year long research into what it meant to be a rural school boarding teacher in Bulloch County in the 1930's and the 1940's.

This study is based on "long interview" recordings on audio tapes and hard copy transcriptions of the interviews with 12 former teachers. These raw data materials have been placed in the Bulloch County Historical Society Section of Special Collections in Henderson Library of Georgia Southern University, Statesboro, Georgia.

Bulloch County Historical Society
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BOARDING TEACHERS TELL THEIR STORY

The purpose of the present study is historical preservation. This study attempts to determine what it meant to board in homes and teach in rural schools of Bulloch County, Georgia in the 1930s and 1940s.

Twelve former Bulloch County boarding teachers participated in long interviews conducted by this researcher. The interviews were recorded on audiotape and transcribed. Every participant responded to each of these questions which follow the question topic.

1. Age. "How old were you when you went to the community to board and teach?"
2. Teacher's Education. "What was your educational preparation?"
3. Why teach? "Why was teaching your choice?"
4. Transportation. "Did you have a car?"
5. Weekends. "Did you stay in the community on weekends?"
6. Typical day. "How did you spend a typical day including your school duties?"
7. Salary. "What was your beginning salary?"

Caring teachers.

8. "What was meant by the term "caring for your students?"
9. "What behaviors and activities did you have that showed your students you cared for them and were concerned for them?"
10. "How did you affect your students' lives personally?"

11. Boarding house duties. "What were your boarding house duties?"

12. Open-ended responses. "Is there something you would like to tell me about boarding and teaching that I have not asked but you would like included?"

The data obtained from these long interviews are reported here by question topics and are composite responses. This collective information comprises a more complete picture of life as a boarding teacher. The composite responses are an attempt to be sensitive to the respondents.

An analogy may be made of the findings of this study with the great 12 petal Southern Magnolia bloom—the petals are the caring teachers; the petals protect the developing seeds as the teachers protect the developing children; the seeds and the children are the next generation of their species.

The dominant emerging theme is the boarding teachers' caring for the children. The boarding teachers truly acted in loco parentis. They truly loved and cared for the children as if they were their own.

Other emerging themes are: gratifying interactions of boarding teachers with their hosts; the memories of the major community social events centering on the school; and, the descriptions of economic conditions of the 1930s and 1940s (the Great Depression).

All 12 teachers interviewed taught and boarded in the rural communities of Bulloch County during the 1930s and 1940s. Boarding teachers who began their careers ranged in age from 17 to 37 years of age. The essence of what it meant to be entrusted with children is

captured in some of the responses of the former teachers. Life in the small rural communities is seen through the eyes of those who were boarding teachers 55 years or more ago.

Teachers' responses are given to questions asked but each gave additional information. Emerging themes such as interactions with host families, economic conditions of the day, box suppers, chapel, rooming accommodations, paying for their board, and miscellaneous information are developed as the teachers tell their story.

Age

The age of beginning boarding teachers in rural schools ranged from 17 through 37 years old with the average age being 22 years old. When asked her age, a then eager teacher said, "I was 17 years old. I was told that if they had known how old I was, they would not have let me start (teaching) until I was 18."

"I was 20 years old and some of my students were 21 and 22" stated an uninhibited teacher. "I didn't know that at the time. I knew that they were older but I didn't realize that they were older than I was. I have remained a friend to a lot of them. I think I would have been intimidated had I known that but because I was the teacher it didn't matter."

Teachers' Education

Education ranged from high school plus two summers work in college and one complete year of college to high school plus four years of college. Some went to college for four years and earned lifetime certificates and others earned two and three-year degrees, attending summer schools.

Most of the respondents attended Statesboro schools and then attended Georgia Normal and Georgia Teachers College which were former names for Georgia Southern University. The others graduated from Nevils in Bulloch County, Sylvania in Screven County, Beach High School in Savannah, Brewton Parker High School that also had a two-year college at the time, and from Coats, North Carolina. Most of them attended eleven years of high school. A former teacher and grandmother of six responded, "I finished high school in Sylvania (Georgia) in 1932. I had to go to Tift College. My father was a Baptist minister and we were all very poor."

An active octogenarian said proudly, "I finished Statesboro High School in 1932. I was 16 and I went two years out at Georgia Teachers College at Statesboro. I decided I wanted to major in Home Economics, and my folks decided that I could go to GSCW at Milledgeville since they didn't have the Home Economics Department out here. I finished with a major in Home Economics and minor in Education. That was in 1936."

A determined minority teacher added, "In Coats, North Carolina, I finished high school with 12 grades. My sister and I did our last year of high school together. I finished my work in December of 1943 and then I think I marched with the group in 1944. Anyway, I finished my BA degree there." An industrious still-single teacher stated, "I finished high school in Statesboro in 1927. I did farm work and housework and the yard. I went to Georgia Teachers College and earned a three-year degree. There was a four-year degree offered then but I had no trouble to get a job."

On the other hand, a reflective respondent recalled, "I went to Beach High in Savannah, Georgia and I think I finished 12th grade in 1934. Then I went to Savannah State College. I finished two years of normal college and graduated with a BS at Savannah State College."

According to the same "eager" teacher introduced earlier, "I finished high school in 1939 at Brewton Parker which had grades eight through eleven and was a two-year college also. Our little school at my home was not accredited. My hometown was about 10 miles from Brewton Parker."

An early activist and children's advocate, the oldest minority participant boasted, "I did my elementary education here in Statesboro. I went to Cyler three grades and then 10th, 11th, and 12th at college. The colleges were having high school then, way back then. I went three years and then I was a Teachers College and that's what I studied. I didn't study pre-med or pre-law or anything like that. I studied to be a teacher. I never regretted it. I know that I was a teacher probably not because it was a consuming desire but because it was what I could come out and taught one year. I went back and got a scholarship from Morris Brown. The school gave it to me. I stayed there for four years. This is (was) in Atlanta, Fulton County."

Why Teach?

Teaching was one of few jobs available for women to do. It was one of the careers that a woman could do. I was timid. I was very shy and couldn't see myself going to a strange place in a strange career and making it on my own. I was a homebody. I knew that I could teach and stay home. Also, Georgia Southern do."

Four respondents concurred. The first contributed, "Teaching was about it as far as jobs for women my age." The second said she would have liked to be in library science but she didn't know how to go about it and she just ended up teaching. The third participant responded that she liked children and she thought teaching would work out for her. The final summarized by saying, "Well, during the 1930s and 1940s. Destined to become a teacher, one talented participant related, "Teaching was probably what I was expected I wanted to work and that is what people back then my age could do, unless they worked in the courthouse or something like that. Teaching was about the main thing for women to do."

Religion was a dominant force in many teachers' decisions to teach as shown by one such declaration. "The Lord knows more about that than me. My older sister was the main teacher at home. People said I would go around trying to talk like my sister, like a teacher. I was born that way and then I grew up teaching some of my older sisters. My daddy was a scholar, too. It was in my mind to become a teacher when I knew anything. When I was very small, they would put me as a teacher on the playground, and I didn't know any more than the other children but they had me believing I was in charge. And so I came up that way, seeing about the children who were bigger than I was."

While religion steered some to teach, the lack of an alternative vocation brought others to the schoolhouse. "During the war, many of the teachers' husbands were off. Bulloch County didn't have much trouble in getting teachers at that time because of the college. Many of

them were going to school and their husbands were off in the service." "Nursing was the only option other than teaching that I knew of."

Boarding teachers in Bulloch County came from far and near. "After we graduated, a friend of mine encouraged me to come to Bulloch County. At that time, Julia Pearl Bryant was supervisor of the schools, and Ms. Bryant was the godmother of my friend, Pearl Hendley. So, she gave us a job in the county." Continuing by describing Bulloch County, this verbal teacher told how 'educational' coming to the county was for her. She had never seen huge amounts of acres growing crops. She had never seen all of the cultivated land. She had never seen acres of farmland as far as you can see. And was amazed at the corn, cotton, and peanuts that were growing. She admired the farming areas and became versed in picking peas, breaking cane, eating watermelon from the garden as well as shelling peanuts. She calls her relationship as falling in love with the county. That is why she says she never went home because she enjoyed Bulloch County.

As opposed to present times, children obeyed their parents and took their advice without question, as shown by this dutiful participant. "My parents told me to teach. I wanted to be a nurse and as a small child, I had been sickly. My mother and daddy said that I was not strong enough to be a nurse and Daddy said, 'You will be a teacher.' That is the most acceptable job for young ladies."

While leaning towards elocution as a career, another teacher was influenced by her professor. The

professor suggested to her that she could be an English teacher instead.

In yet another way, another respondent chose teaching as a career. "When I started college, I really did not know whether I wanted to teach or not. I went to Georgia Teachers College with a friend to be her roommate. I wanted to go to see what I might want to do. Back then teachers were sort of scarce. I remember after I had gone two years they asked me if I would be interested in Westside School, I told them I would." There were contradicting statements made about the availability of teachers in Bulloch County at this time.

While a few women went away, most women stayed at home. Another participant stated, "Mostly teaching and business were the choices for women back then. My sister decided to take a business course and moved to Atlanta. I went to teaching. Most young women worked in restaurants and things like that. Some of them did become secretaries and work in offices."

The percentage of females in small towns who finished high school was low. "In my high school class in Nevils, there were about 10 of us girls that started out together. Only two of us graduated from high school. Most of them stopped and married or either went to Savannah and got jobs." Finally, one other teacher said her daddy did not want her to leave home and her sisters had gone into teaching so she decided to do the same. With their professions chosen, most participants verbalized chapel as one of the most important aspects of a typical school day.

Chapel

Although not a response to a specific question, the experience of holding Chapel was widespread. Most teachers remembered chapel being held at least once a month. Some said it was a weekly activity. They told about students presenting what they had learned. Most recalled that the children looked forward to chapel programs which usually contained a devotion, scripture, and the Pledge of Allegiance and would last about 45 minutes. Parents might come if their child were making a presentation.

Teachers recalled Christmas and other holiday programs. Skits and plays were performed. Two teachers remembered playing the piano for these programs. Chapel was held during school time so all of the children were there and they could all be in it.

One English teacher considered showing the children what to do and how to do in chapel to be training. "All the students in my English class took part in chapel. In order for the quiet students to speak I would often ask them what they thought about an answer and give them a part in the program."

Box Suppers

Happening not as often as chapel, but enjoyed by many were box suppers. Although this was not a question, the topic of box suppers was mentioned by about half of the participants, usually the older ones. Fundraising and romance went hand in hand.

"We participated in box suppers for the purpose to make up money for the school. During this time, I think they had box suppers all over the county. You would get boxes and dress them up with paper, colored paper, or do

anything to make them pretty. They had food in there and they auctioned the boxes off. You prepared whatever size box you wanted. The person who carried the box and the person who bought it were supposed to eat together. The community supported the suppers. Everybody enjoyed it and had a good time, especially when they found out who brought the box and who would be eating together." Teachers prepared a box supper, too. Sometimes after the auction, a party was held. Another former teacher stated that she participated in box suppers, cake walks, candy pullings. She said, "I would be right in there with them and doing and learning. People took part in these activities as social events." The teacher's home life, however, revolved around the boarding house.

Interactions with Boarding Host

Although not a specific question, interaction with the boarding host was distinctly remembered.

"I enjoyed it (boarding) very much," said a Brooklet teacher and the youngest study participant. "The couple with whom I boarded were the parents of some of my classmates. Although I didn't know them until I came to live with them, I had known their children at Georgia Southern. I felt toward them like parents or grandparents. As long as they lived, I was very close to them. In fact, I still tend to their graves in Brooklet. She recalled, "In our household, where I boarded, the news was very important because our host had sons and grandsons who were overseas. It was important that he listen to the news morning and evening on the radio. I suppose that they went to the mail everyday expecting a letter. As far as I know, all of his sons and grandsons

came home. It was a matter of concern. I suppose the war was the most important thing to us then because this was the Fall of 1942 to the Spring of 1944." The boarding host's preferences definitely influenced the behavior of the teacher. A conscientious teacher related that after playing bridge a few times; she soon stopped since she knew it was against the religion of her boarding host. Attending each prayer meeting and taking part in every church activity on the weekends she was in the community was another way she conformed to the wishes of her host. Some humorous events recalled from the interaction with the host and his family were shared such as the host (also a preacher) delivering long sermons in which a local doctor wound his pocket watch so loudly it could be heard all over the church. He preached right on she recalled. His long prayers often meant cold Sunday lunch as well. When the grown son of the boarding host would come home on leave, he entertained the boarding teachers by slipping to the kitchen as his dad said the blessing, to return with extra utensils. He rearranged the table and had plenty of time to do so.

"Around this long table, benches on both sides, we sat and ate with the family," remembered one teacher. "There were biscuits, bacon, ham, grits, and homemade butter. They had plenty of it. If we wanted, our hostess would pack us a lunch, but usually the children would bring us one almost every day. The meals were almost the same until the spring came and the garden was in. In springtime, we had the fresh vegetables right out of the garden. I enjoyed that too."

"They would keep trying to invite us to do things with them, like boiling peanuts or whatever it was," said

an appreciative respondent. At Portal, the unique situation was due to cooperation and generosity. "We were included. It was amazing. She had only one bathroom. We really had to take turns and we had to get up a little earlier for that reason. Our host was a witty person and so we just always enjoyed staying there, and his wife was almost like our mother. If we wanted to go and fix sandwiches at midnight, then that was fine."

Boarding teacher relations sometimes involved children. According to the study's oldest participant, she ate her afternoon meal with her boarding hostess and the hostess's daughter. Another teacher said she felt like she and her daughter were a part of the family. "They were all just as good to my little girl and to me as they could be."

A boarding teacher from the Harmony community recalled, "I was the person that helped with whatever needed to be done. I helped the lady of the house with her washing for her big family. They taught me how to enjoy and take part in peanut boilings, shellings, and cakewalks and all those different things that I had never heard of before, since I had always lived in the city of Savannah. Some other things I learned to do from boarding around are embroidering pillowcases, spreads, and things. They knew all those things. I also learned how to make cane syrup. I learned how to cook, bake cakes and biscuits and all like that. I didn't know how to do all that. I learned how to crochet and needlework because of living at Harmony."

Pitching in to help the family was sometimes necessary. A helpful boarding teacher recalled bringing in the cows from the pasture with one of her roommates.

Usually the "little boy" in the family had this daily job but on occasion when he was sick, the "boarders" would get on the family mule and go after the cows to help out. Other examples of boarding teachers helping the family, included driving a flatbed, double-clutched truck loaded with fertilizer for the boarding host.

For many teachers, the boarding house and home became synonymous. "Living with our boarding host, I always felt like it was our own place. She was there all the time. He ran the filling station so he didn't have to rush off. I think that usually he would open early and then go back to the house and eat later. In fact, I was just reading one of my diaries, and I took her to the doctor one afternoon. It was just like being at home." Even with three teachers boarding in the home, in addition to the couple's two children, a boy and girl of different ages at home, both guests and family members were made to feel a part of the family.

A distinctive boarding and teaching arrangement was described by a nonagenarian who was a boarding teacher among other boarding teachers in her own family home. She recalled, "I stayed there but I got board free. The teachers ate with the family at breakfast. I remember my Mama had maybe six teachers at one time. How in the world she did that I don't know! But she had somebody helping her cook, you might say, that would come and help her every day and she planned those meals. It was a big meal too. She would have breakfast and supper. Before we had lunches, the lunchrooms, she would fix the lunches for us. I remember eight or ten people around that table at those meals every day from Monday through Friday since most of them went home

on the weekends. All of the teachers were busy with their schedule but occasionally if everybody caught up, we would play cards down in the living room at night. Another thing, we had to plan our programs for weeks in advance. We had a book. We had to make our program for a week ahead."

Transportation

Most of the teachers did not have a car, and transportation was a challenge of the day. "Running and skipping, walking and playing we'd fall off the foot log and then we'd get to school with wet feet. Extra stockings were necessary."

One teacher recalled that an older boarding teacher had a car and they called it "Old Jalopy." She was a boarding teacher at Portal. The others paid this teacher so much a week to ride with her. Sometimes they walked and sometimes they rode.

At the opposite end of the county, another teacher remembered, "We had to walk to school. We had no transportation. It was during the war, but then we only lived about two blocks from school. When I went to interview for the job, I asked about a boarding place. Even though it was only a few miles from Statesboro, I needed to board because I had no transportation to live at home. In those days, we typically didn't commute anyway. During the war, my father had sold his car to the postmaster who needed it worse than we did, and we had no car. We had no regular transportation so I was referred to a certain couple by the principal of the school."

Having completed her four-year college degree away from Statesboro, a 20-year old teacher lived at

home for a year and taught. She did not have her own car but drove her father's pick-up to a nearby school. The next year, she accepted a Home Economics teaching position and was required to have a car. This was so that she could visit in the homes of the students and parents.

Walking to school was not out of the ordinary. "We had to walk to school every day and we walked I guess, about two and a half to three miles. My little daughter walked along with me. Later that year, I boarded with another lady until school closed," said an energetic participant.

Another related. "Teachers rode the school bus too if they didn't have a car. I think school took in about 8:30 in the morning. In the afternoons we had to go on the bus schedule. We caught the bus too. "You got on with children from the community. Many of the buses were late because of dirt roads. My daddy picked us up at the schoolhouse on Friday. He brought us (sisters teaching at Westside) back on Monday.

Teachers often had extra responsibilities. She recalled coaching girl's basketball. Her team competed in Brooklet. Both afternoon and night games were held but they were never on the week-ends. She thinks they traveled by car to the games. Boys and girls teams went. "I didn't have a car until 1940 when my daddy died. I did not ever have a car when I was boarding and teaching in Bulloch County." Other responsibilities included building their own fires and getting to school early enough in the wintertime to build the fire in the pot-bellied stove. The children usually brought in the wood or the coal, but the teachers had to take out the ashes. Many cold mornings were remembered by most of the

teachers who still sometimes wore their coats up until mid morning. They had to open and close the windows and were responsible for cleaning up their classrooms, doing the sweeping, and washing the chalkboards. Other responsibilities came along with being a teacher of the 1930s and 1940s. Teachers had to stand out. They had to live the life and let their light shine. They couldn't do anything that would earn criticism. People in the rural towns looked up to their teachers and usually made sure their behavior was good around the teacher.

Resourcefulness was required to meet transportation needs. "To go home to Savannah by train cost \$.93 at first and it went to \$1.05. No one had their own cars. I would have them fix the wagon, and I would load the wagon with children, and as we would go through, they would be ready. I would tell them at school that I am picking you up Sunday morning, be ready at least by 9:30. One of the boys drove the wagon. Of course, I learned to drive the wagon and I learned to hitch up the horse." She continued, "We walked to school and sometimes we'd tear our stockings on the briars. After breakfast in the morning, we would hit that railroad bed. I stayed on G.W. Oliver's place at that time. It would take just about an hour or 30 minutes to get to school. It all depends, if it was cold and we were running some and walking some. See, I was young and full of energy then!" She learned to carry an extra pair of stockings with her for school. Another teacher told about hitchhiking. She and her friends used to hitchhike back and forth to town and out to college. She said the people in town were gracious to them. They would see a group of young ladies going into town and they would stop.

This particular teacher said her roommate had a car and she would take them to town to get groceries and whatever they needed.

"Boarding and teaching in Stilson, we had to walk to school. The boarding house wasn't too far so we walked. I didn't return to Stilson because it was too much trouble to catch the train and go that far. I had the choice to go to Portal and that is what I did."

Recollections from Willow Hill include, "I could walk to the school which wasn't very far, but I didn't." A teacher picked me up." We did enter students in contests and we had no school bus. We had a state contest and a student went to Savannah for that. We took her in a car and other times our students went on the bus."

Experiences were varied as shown by another's experience. "I had my own car and she and I rode together out to Westside where I taught my first year." "We had to get up early." "Later, when boarding and teaching in Portal, only one other teacher and I had cars, the other teacher did not have one.

Weekends

Although some of the teachers remained in the community on weekends, typically they returned to their homes.

One teacher replied, "If someone in the community was having a party or something we would stay. I don't recall that we were expected to stay. I don't recall that we had any obligations on the weekend." Another teacher had a different answer. "They expected us to teach Sunday School, have the G.A.s, sing in the choir, even if you couldn't sing a note, just do everything in the

community. I stayed in the community a lot on the weekends. I even sat in the choir and I can't sing a note. I saw some of the students a good bit on the weekends. There were some children that lived in the little town and I saw them often. I did not see the bus children as much. But among the other things, I was asked to be the female sponsor of the girls' basketball team. I didn't have to coach. I was also given the senior trip, the senior play. I had no training in drama, but I had the senior play responsibility. Also, not owning a car, was another reason for staying in the community on the weekends."

Another teacher described weekends. "About every other weekend we stayed in the community. We had also one or two teachers who commuted from Statesboro teaching on the same faculty. I could come home with them on the weekend. On Sunday nights, our host had preached over in an adjoining county, and he would come by my house and pick us up and we would go home with him. My roommate was also from Statesboro and she would just come to my house. She would come and go from my house."

The owner of a car in the mid-1930s explained, "I usually went home Friday afternoons." "We really weren't required to stay on weekends, but one of the girls didn't get home as often as I did. She was from Wrens. She would go to church with the boarding host and I remember staying a few times and going to church down there at Fellowship Church." "Another boarding situation was only six miles from my home. I had a car by that time. They required you to stay in the community, and many teachers didn't have cars. So, they wanted us to stay in the community even though I lived such a short

distance away. It was just understood." Another boarding teacher reiterated. She said she thought that until approximately 1941 it was a requirement to board in the community in which one taught.

There were expectations concerning dating. With certainty a participant recalled that teachers were supposed to date only on the weekends, Friday and Saturday evenings. The teacher was expected to be in by 11:00 P.M. They could go out Sunday afternoon but were expected to be in early Sunday evening. This information was learned via the grapevine.

Another former teacher said, "Most of the time I went home. There was no requirement of staying in the community on weekends." Another teacher told about some weekdays. "Some afternoons we would finish with school and drive down to Ft. Stewart to entertain the soldiers. We had a good time."

Typical Day

The school week involved more work and structure. Most of the teachers told about similar experiences of preparing for school, going to school, and their schedules there.

Recollections of one teacher were, "We had all meals at the boarding house except for school lunch. We got up and got dressed. We kept our room and we ate breakfast and then went to school. We ate lunch at school. I had classes. Most of them were country kids who lived on farms, who rode buses. Then, of course, in the small town of Brooklet we had the city children, the town children. We ate lunch in the lunchroom. We got out of school about 3:30 in the afternoon. I probably stayed at school and did some work at school. Then I

went home, to my boarding place. We had two or three hours before dinner. We had dinner and then after dinner we read, did our schoolwork or whatever. There was not much social life in the community. I lived with the Baptist minister and his wife who were older folks and they had early bedtimes, early rising, and we were the only people who boarded in the house."

According to another teacher, "I taught the fourth grade, English, math and penmanship. I had a class of penmanship. I had some little students that really did learn to write. At this time, I played the piano and I would play and help the other teachers with their programs and I would do the playing for them. The students were easy to work with and very sweet, very respectful. There were some that were mischievous but not many, two or three. I started off the day with a little devotional. Then we started classwork and we had a recess in the morning. We had lunch and another recess, and then we dismissed. Each teacher rotated PTA programs. We had to come up with that program. We usually recited, just whatever."

Being flexible was often necessary as indicated by a teacher hired to teach math but who primarily taught science. "I ended up not teaching exactly what I thought I was going to teach. I had been hired to teach math and I ended up teaching science with a little math. I had a degree in math and science." She was given the fifth grade study hall which was held last period. She said it was not too much fun since they were tired by that time. She said she had poorly equipped labs and she let the students draw illustrations for biology when they had finished their work.

Concerning a typical day one participant said, "The best I remember I had a class of students to check for lunch, the kind of soup for the next day. The rest of the time I was teaching a class. They were small classes. None of them were large. The Stilson School had a high school then, of course. I had a lot of reports to fill out." This same teacher recalled, "I remember I was asked to keep time for basketball. That was big down there at Stilson. They were rivals with Brooklet. Stilson was always noted for having a good basketball team. I didn't get paid for that and they were usually held on Friday night which meant that I would wait and go home the next day."

Another recalled, "When I got to Harmony, I found out I had five or seven grades. I put a mixture there as soon as I could. Some parts of the first grade worked with some parts of the second grade because some of the first grade could do as well as some of the ones in the second grade and so I put those together. We did a lot of things working together." Another description of a typical day was, "I had only the sixth grade in my class. It was kind of a large grade. It was a good-sized community, probably 20-25 and later in the 30s. I knew Latin. At that time, they had to have a foreign language. They didn't have anybody that year to teach it and so I did. I was just out of college, hadn't been out long and could do it. They let the high school teacher come and relieve me and teach my 6th graders for that one class a day (math) and I went up to the high school and taught Latin."

A typical day was described by another as, "I think the buses all arrived pretty near the same time. So far as

I can remember they played outside until the bell rang. Then they came in and settled down. We did not have a discipline problem then. Children were taught to behave at home. They were very well-behaved at school. We were backed up completely by the parents if there was a discipline problem. I taught the 3rd grade one year and I went up to the 6th because another teacher came home and wanted the 3rd grade and I was ready to go up to the 6th grade. I enjoyed them too. I had the same cooperation there."

My typical day was, "I usually got up at 6:00A.M. You had to get up early because farmers got up early. They had breakfast and you ate breakfast along with them. "Usually the parents would send me a lunch. The community was very supportive. I didn't have to worry about lunch. I didn't have to worry about getting to my meetings or to church. They would always see to it that we had proper heating at school, water to drink, fresh, clean water. At first we had no well, not even a shallow well. There was a family right behind the school, who had about three children in school. They would bring huge lard cans to put water in and the dipper."

Another teacher spoke of her typical day in this way; "The curriculum was so different. In the second grade, I taught addition, multiplication facts, multiplication up to fives, short division, and more emphasis was placed on math. Discipline was stressed and teachers were allowed to spank the children when it was necessary. The parents did not object. Parents appreciated the teachers a lot more."

Boarding memories of a typical school day were expressed another way. "I remember that we had to walk

to school. See, the boarding house wasn't too far so we walked to school. I taught fifth grade in Stilson. The other ladies who were boarding taught at the same school. One of them was a first grade teacher and one was a high school teacher. We all made it through that year. I did not go back for another year because it was too much trouble to catch the train. Then I went to Portal and boarded. That was kind of a rough year. They didn't have any new buildings. I taught fifth grade there also and I imagine I had 70 students on roll. You can't imagine that! How I made it I don't know. I was tired at the end of the day. I remember that the superintendent would come by every once in awhile and check. He might sit down for a few minutes and view your teaching. Mr. Swain was his name. His visits were unannounced. Later, when I went to Westside I had much smaller classes. I then had fourth grade. I was not responsible for their music. We had a teacher coming around maybe once a week that would teach and help them with singing different songs. I did have recess duties. I also had times that somebody needed some special help and I would help them with their work to catch up." The term, superintendent, was used then to mean the person who was over the school.

Other thoughts evoked of a typical day included, "I was hired to teach sixth, seventh, and eighth grades at Willow Hill. The school went up to eighth grade then. It was nice. We tried to have activities at night for the children and the parents and it was very nice. You know way back there they didn't have things to come to all the time but I did visit with the parents and so forth. There was another teacher that lived out there and we would go

to the school together. There were eight teachers altogether then at the school. Most of the teachers lived out there in the community. The children were well behaved because the parents back then required you to be well behaved. It is different from now. It is very much different from now. Those were well-taught and well-behaved children. You didn't have any problems for the most part, only the lessons. If I gave them homework, they knew to bring it."

Remembering no electricity was part of remembering a typical day. There were nine grades in a particular teacher's school and the students and teacher did their work by lamp. She added that there was not much to work with except the books. There was no good school library. School often let out early in the spring afternoons because the children had to leave so they could go hoe and have time to work on the farm.

Salary

Beginning salary ranged from \$44.00 a month to \$93.75 a month over the 1930s and 1940s time period.

Salary for beginning teachers was remembered in various ways. "It was sort of bad because we teachers made very little. I think I made \$45.00 a month to begin with and I got up to \$52.00 or \$53.00. So, our money went a long way but you just couldn't do too much with it. But, everybody was in the same boat and we got along fine. We got paid about every four or five months. I would do a lot of crediting and then when I got my check I would go pay my bills. We never knew when to expect our check. We were so glad when we heard that we were going to get paid. It was that way the whole

three years I taught because this was Depression time," recalled one teacher.

When asked about her salary, another former boarding teacher was positive. "I can tell you exactly. I made \$93.75 for nine months. I paid \$25.00 a month room and board. I had more money to spend than I have now. The teachers got a raise that year from \$75.00 a month to \$93.75. It was big money. When we got our first paycheck, we all thought we were rich. There had been some years when they were paid nothing to teach. They were paid in script. Some of them got it later. I went there to teach in 1942. It was probably in the mid 1930s they were being paid nothing. I suppose that during the time they were paid script they were supported by their families or by some other means, because the lady who lived with me said that she bought a car with the money that she got that was owed to her in a lump sum. She got \$700.00 for several years and was finally paid the money."

Economic hard times prevailed according to another teacher, "It was poor in Bulloch County and we did not get paid. Our pay just didn't come... we did get it eventually. A lot of people just didn't pay their taxes and they were given credit for their taxes for the teachers' salaries. I felt terrible. I don't remember whether I got the first check or not but they didn't pay anymore and someone took my place then. I felt awful for that person not getting her pay."

On the other hand, another teacher remembered, "I think I was paid \$75.00 per month or a little more. They required me to have a car and visit in the homes. As far as I remember, I think we got paid pretty regularly and

on time. According to another teacher, "It seems like it was \$50.00-\$60.00 per month. I got paid every month."

Money was not always paid on time. "A lot of times we had to wait for our money. I started off teaching for \$45.00 a month. I finally got \$75.00 before I quit, and I thought that was something great. But we lived and we had what we needed. Our paycheck came from the office in Statesboro."

Buying on credit was often done by teachers. Oliver's Store was a popular clothing store which extended credit for the teachers until their pay came.

Paying Board

This was not a specific question but all of the participants told about it. Most teachers paid \$12.00 to \$20.00 a month, although room and board was furnished free for others.

One teacher was sure she paid to board but did not give the amount. She added that it was a fee and she was never given chores to do in return. "I think we paid by the month but it wasn't much because we went home every weekend."

The oldest beginning boarding teacher remembered, "I don't think it was but about \$12.00 a month." She said she helped them as much as she could and they helped her a great deal." Another teacher did not recall exactly how much she paid but stated, "I paid board."

"Sometimes different people in the community might say she can come to my house this week and we will take care of her, or maybe for two weeks," according to a teacher who taught in a small community before and after she married. This arrangement was considered part

of the teacher's pay. "Tuition" is what it was called. Even though money was not exchanged for board in some instances, the following statement shows benefits from boarding were reciprocal. "My father was a farmer. I got sausage, ham, shoulders, backbones, spareribs, butter beans and so forth and gave them to her to help with the food. That was paying my way even though she wanted to keep me for nothing."

Caring Teachers

Teachers exhibited caring for students in many different ways. According to one teacher, "The teachers I was involved with cared about their students. I'm not sure how different people showed caring for their students, but it seems like you just want them to know what you are supposed to teach them to do and there are certain things like basketball and other activities you should be interested in. I still go to the reunion every other year that the classes have. I'm the only one (teacher) that is left. Isn't that awful? Some of the students say that I was not too good of a disciplinarian. Some of the boys laugh about that. I think they gave me credit for knowing my material. We had a good time with pictures."

Caring was shown by concern. The teachers were concerned with farm problems, whether there was blue mold or whatever tobacco crop problem there was. They had to make do with absentees because the boys were pulling fodder and doing farm work. They also had children that dropped out of school because they were needed to help all the time at home and boys during wartime that dropped out of school to go in the service.

The draft was also a reason for caring. If the young men were 16 or 17, they were old enough to join the Navy. A principal was drafted during a particular teacher's school year.

As a way of caring for students, some of the teachers ordered free materials and distributed them to their children at school as treats and extra learning materials. According to another teacher, "And now I am the person who when someone gets sick and passes, I get to the family. I try to give money then and to the children who go to college, but those children always wave and either come and kiss me. And so some have gone to college and been surprised at the money I gave them." This nonagenarian also stated, "I would help them with their school work after school. I would try to get them to participate in activities and if they didn't enjoy them, I encouraged them to come to me and we could devise activities other than schoolwork. I told them they should have some type of exercise and most of them did. Some few didn't. I had groups in my class. My students who were in the plays were good students. They weren't all smart but they were good students. We went to Fort Valley on a bus and when they came back, oh, they were so glad they won second place. They just smiled and said, 'Big 'OLE Atlanta, Savannah, Augusta, and Macon, and we beat them all.'" Finally, "I know I affected some of my students' lives personally. One example is when I attended a conference in Louisville, Kentucky. I was going in a church and I hear (d) my name called. The voice said, 'You don't know me.' I didn't want to say I didn't, so I said, 'You look familiar' and then this man came over and kissed me and gave me

a hug. He said he would take my group out to dinner. He took six of us out. He had a car that could hold us. When we got to the place, he told everyone about the scholarship that I helped him to get. He was now an assistant principal at a school in Louisville.”

Caring for her students sometimes meant the teacher was in turn cared for. Sometimes a student or the mother of a student would make a pretty dress for the teacher.

Recalling teaching and boarding days, another teacher shared, “I was enough of a child at 20 years old that recess to me meant getting on the playground and playing with them. I played many a game of softball or ran races or whatever. I considered that caring. We had home visits. We were expected to visit in the home. We walked to their homes because they were in town. We had children that lived in the country and we were invited to their homes at times for cane grindings and we visited that way. I don’t think we had meals in their homes, I don’t remember that. We participated in school activities. Living in a small town we could visit easily, on the street, in a store. There wasn’t any place to go out to eat or anything like that. We visited in their homes. Today, I go periodically to class reunions from those classes. I have found out in recent years that some of my students were older than I was. I have remained a friend with a lot of them, well with all of them as far as that goes except that I haven’t seen some of them since then. Another form of caring that I used involved my working with students. At that time, all of the students who were within an age group were in the same class whether they were disabled mentally or not. We had to make

exceptions for them. The principal said to us in a faculty meeting that we were to teach all of the children something. If they couldn’t learn the subject we were teaching, to teach them to use soap and water to take a bath. We were to teach them something. I had some students who when they were having written exercises, what they were writing didn’t have anything to do with the subject matter. I remember one or two girls that would write things on different subject than the ones we were studying. They would make complete sentences. Children were not grouped. We had to teach everybody in the same class. We just worked with them in groups. Finally, at the end of the school year when I was not going to be back the next year, the mother of a little boy I had taught came to me at the end of the year and said, ‘Thank you for what you have done for my son.’ She spoke very good English but with an accent and a little bit broken. That meant more to me, to my self-esteem, than almost anything. I have had students tell me at these reunions about things, about me falling in the hole playing softball and they had to help me out.”

Caring was illustrated in another way. It was usually larger boys who would come to school sporadically because of their families needing them to help with farm work. Whenever they did come to school, one caring teacher had a special place for them and she would spend more time trying to get them to learn to read and write, because she knew they were up in age and didn’t know how.

One of the teachers reported, “With the ax I would cut anything I wanted cut and I would help the boys use the saw, because they didn’t know how. There was plenty

of wood and we would go out and get it until people learned to bring some wood to the school. They helped me and I tried to help them. They said I was a great help to them. I worked at the church too. One experience of caring for a child that I remember occurred when a boy of about six years soiled his clothes at school; he didn't make it to the outhouse. I boiled water on the schoolhouse stove and cleaned him up. I wrapped him in my new coat from Minkovitz Department Store so he would be warm. He slept in that long, big coat. The children knew I wouldn't allow any teasing of him. I let them continue recess until we were finished. 'Everyone has bad luck at some time or another,' I told them. Another aspect of caring in my teaching was that I tried to show children that I loved them. That was easy for me because I had been doing that all my life and trying to talk with them and them not listening and they want to talk and maybe I don't want to listen. But, you have got to listen to hear what they have to say and when they get through talking I'd say, 'Okay.' Let them do their talking because they have a right to that and to their own thinking. When you teach your child that and you want to listen and you want to help him/her and not to try to tell him/her everything but let him/her do his/her thing. If you do that and treat him/her accordingly, every child will listen. That is the way I taught nearly 40 years. In dealing with children, you have got to show them by the way you do, by the way you act, the way you talk and the kind of feeling you have toward each other and if you do that in my thinking, I didn't have too much trouble, I listened even though I didn't get some things across during the day. I got them to hear. That is more

important. I also tried to make every child feel important because of what he/she knows or doesn't know. He/she's got to feel that you want him/her to try. They had to know that I believed in them. Even today, the lady next door to me tells me about being in my class. When the change (integration) came, there was a time with the kids, with the Negroes and the whites. They had not been taught to expect that everything would go fine. I had good students, white and black. They were just as good as they could be and they knew I thought a lot of them. When I had something to give I would do that once a week. I would carry candy or cookies or bananas. Let them see that you love one as well as you love the other."

Caring for students involved other tactics for this teacher. "I didn't think that I was right to teach music, but there were people that wanted me to do it so I just decided I would try it. There were several things that I could do and no one else could. I was relieved of one task and traded for another. Being involved with the children's personal lives was difficult due to the times being so different in the country (war, turmoil, The Great Depression). You really didn't have much time to be involved with them after school. The few times some parents would tell their child to invite me to go spend the night with them I did that. This was not offered very often. It was all right to get in the homes of the children. It gave me a better understanding of them. By being involved with the students after school, it helped me to get closer to some of them. Some of them you couldn't touch anyway by anybody. But it is always good after you retire when some of them see you on the street and stop and talk to you. I had one tell me they now

understood why I did some of the things I did and it makes you feel good. They will talk about the different things and they realize why you did what you did only after they have grown up and matured. They realize now that they didn't study enough. That first day of school tells you a lot. I tried to get a lot out of each child when I taught him/her." One other teacher recalled coaching girl's basketball as a way of showing caring for her students. She said she received no extra pay but was glad she could help out. "I'm sure we practiced extra at recess too." Whenever another dedicated teacher had students who missed school due to farming responsibilities at home, she would have a special place for them and would spend more time trying to get them to learn to read and write, because they were 'up in age and they didn't know how.' "So I just explained everything I wanted them to do and got them working and then I would go over with the other ones, especially reading, writing and arithmetic. They were anxious to learn. Even some of them now say, 'If it hadn't been for you, I don't know what I would have done. You spent so much time with us. You know they just praise me and whenever I first retired, all over the county I met children that I had touched, and they would tell me how much they appreciated what I had done for them during their school days.'" "I had some different situations. I had some slightly retarded students with whom I would spend more time. Then I had to limit my time sometimes to get with the ones who were eager to learn. I had to spend time with them and then sometimes when I was over there with those others, they would come and one needed assistance and then I would leave them with something to do and come back to

them and work with them. You know that way of teaching went all the way through with me because I had two or three different groups. Sometimes I showed caring for my students by allowing the larger ones who were very active and good students to work with the slow ones too. It helped both of them. They had problems with multiplication problems and addition and subtraction. The average or above average students would help out." As a boarding teacher in the community, I taught caring in other ways. "I taught them how to worship the Lord and how to go to church. A lot of them didn't go to church. I started the Sunday School and they didn't know how to do that. A lot of friends and parents, young parents, joined the church by following me going to church. They fell in love with me and wanted to do some of the things that I did and wanted to dress the way that I dressed. I think I was a light in that community and they hated for me to leave."

Yet another teacher recalls, "I played with the children. When we went outside to play, I would play with them. They would sit in my lap, hug my neck. Of course, I would hug them. I would sit with the children. I would pat them on the head or the back, occasionally kiss a cute little girl or cute little boy. That was when you hugged and kissed the children. We did not have really discipline problems then. I had one little boy who was a problem. He wasn't bad. He wasn't mean, but he couldn't help himself. He lived with his grandparents and he was just into something all the time. He got angry with a little blonde-haired girl and poured a bottle of ink in her hair at school. I tried to talk to him, and he started biting me. He laid down on the floor and bit my leg. He

ran away from me, and there was an old gin near the school, and we had a big open well there. The little boy sat on that well on the edge with his feet down in it. I, of course, went to the principal to start with. The principal sent some big boys to catch him. He outran them. He had a good distance ahead of them. Finally, they got the little boy. He threw sand at them, in their faces. They finally got him and brought him back, two or three of them holding him. I think he wanted to frighten me, and really all of us, by sitting on the edge of that well. To this day, I have former students who remind me of their running to me when they saw me at school or anywhere else and hugging my neck. I can still remember some of them running to meet me when we walked to school."

A ninety-year old that is still fiercely independent expressed caring for students. "I just loved the pupils. A lot of them loved me. Of course, you know they don't all, but I enjoyed the teaching. I know that I would always decorate my room with something, mostly with a border. I would order stuff and I just enjoyed decorating the room for the children, for Halloween and Christmas and other special days. On some occasions, I would make a churn of ice cream at home and somebody would bring it to me so I could serve the children ice cream and cookies. I would brag on the children and give them extra recess time or extra time to catch up their work."

Caring for school children reached into other decades for many of the continuing teachers. Recalling a very special trip she took her class on to Washington, D.C., "We went on a trip to Washington. Oh, the children were so happy because I think only two of them had been before. When we got there, they went around

to several buildings and so we went in the main building where the Supreme Court was. They were voting on desegregation that day. That was, of course, in 1954 and Chief Justice Earl Warren read the decision. Yes, we were there for that. Every time I see any of those seniors from that Year, they will remind me of that trip." Some of them had never been out of the state of Georgia before that. That trip earned her the title, Miss Rosie of the Supreme Court. She also started off the day in her class with a devotion. The students led the devotion. And then she would have a student to tell something that he/she liked or something that he/she had done that he/she liked. She states that she has been asked to many class reunions and has been the speaker at many of these.

For another teacher, caring for her students meant trying to do activities that would involve all of the students. "I knew some teachers that were sort of partial to some students because they were smart. I can truthfully say that I never did that because all of them were the same." She gave rewards for them doing certain things because that would be an incentive to make them do better. She would let them have an extra 10 or 15 minutes to perform an activity. They enjoyed jump rope and things like that and she would tell them that since they'd done their assignments on time, they could have an extra ten minutes of play period. She would also make a special effort to involve all the children in her class in any programs and skits. She involved as many as possible. Sometimes she would be invited into a child's home for a meal. The children liked for teachers to come to their home. They were real proud. This particular teacher had never thought she would like to teach but she

really did and added that it had been a pleasure to her. "We didn't have discipline problems."

Boarding House Duties

Duties ranged from no work expected for payment of board to a variety of household duties in addition to payment of some board.

According to one teacher, "We cooked our meals; we did light housekeeping." Another stated that she had no duties at the boarding house. She said she had a fee to pay but no chores to do in return.

Another recalled, "No, they never did expect us to do anything in the way of duties in the home. We kept our rooms. I remember offering but she never let me help otherwise. She said she felt like we had our work to do and we did try to keep our room and our bath. That was for her children and the whole family and then the three of us teachers. She tried to have time for them to have their baths early."

Another teacher remembered her boarding house duties. "They expected us to be boarders. She did not want us to clear off the table, to help with the dishes or anything like that. We honored her wishes as far as that goes but did do some minor chores and we did keep our own room and bathroom. We were made to feel a part of the family though. When their children came, we were invited into visit with them. When the (host's) children with whom we had gone to school came back from service, we were just part of it. We tried to give them their privacy and they gave us ours."

According to another teacher, "They usually had a fire built in the morning but if I was going to cook, I would see about my own wood. If they didn't have any

cut, I would have to see about breaking up pieces so I could fry something or at least boil something. We had a stove there, a small stove, with one eye on it. She used that a great deal, put something on there and boiled it while we were working. So we did that on a one-eyed stove. But we had a fireplace and somehow or another they got this stove from somewhere and they said I could use it to keep burning wood in the big stove. So we would have to put wood in it too. Sometimes when it got so cold, I don't know where he got it from, but I remember he could put a load of coal in there and that would keep the fire going nicely and he could cook too." For a still single teacher, "It was quite different at each place. When I left Bulloch County, it was so different for somebody who had never been away from home."

Another boarding teacher summarized her duties, "They furnished all the linens and everything. They furnished the food. They did the cooking. We didn't cook. They would prepare the meal and of course we did our own laundry. We cleaned our own room."

The boarding duties were different for this teacher. "We had a little kitchenette type thing. Maybe we did eat with the family sometimes. We did not have any chores at the house that I remember. We had our own entrance to our apartment from the front porch."

"The person I boarded with had one granddaughter. Her daughter was up north. She had this granddaughter who went to Willow Hill and later to college. The daughter who was up north sent her to college. I helped her with schoolwork since I was right there in the home. The lady was older and she kept my room. She would mop my room and she really waited on

me. She was just nice. She mopped on Friday. She had no carpet then and she would go all over my room. I had my clothes in a little bag and she would go in there and get mine and wash them just like I was her daughter. She enjoyed having me there for the company.”

Boarding Accommodations

This was not a specific question but most of the teachers elaborated about this subject. Most teachers shared a room with at least one other teacher.

One teacher recalled her rooming accommodations. “Two of us stayed in the same room. There was supposed to have been four and one of the girls got sick and had an appendectomy before school or the first week of school and she didn’t come back. They had to hire someone to take her place. That left me the room by myself.”

One teacher who was out at Harmony (settlement near Highway 67) for ten years recalled how a teacher was placed in a home to board. “The way they operated out there was those trustees, well, the church included too, would assign you these homes, and when you had the parent meetings at the school, one main building, the parents met the teachers at school and then we talked and they gave me all the information that I needed and what I had to do and what they were going to do, supply the wood, take care of the building and help out and all those things. And they would move me around from place to place and they would pay tuition. Some of the homes I stayed in housed very large families, and some of them were average-sized. Sometimes there was just a man and wife. Occasionally grandparents or people just interested in education would supply me board. When I

first came to Harmony, there were hitching posts, the railroad used to be there. It was just two streets then.”

According to another participant, “I had a room or two and kept house. That’s what we did. I was not the only teacher boarding in that house. Another female and I had the two rooms to ourselves. We kept only our rooms and used their kitchen to prepare our food. Occasionally, we ate meals with the family when they invited us. I carried my lunch to school. I made a sandwich and then at night we would cook a meal. The whole time I taught I boarded. I boarded at a different place each year. The third year we kept house just across from the school.”

“When I taught at Westside there were four of us in one room. Two slept in one bed and two slept in the other bed. We got along fine and had a good time. Downstairs two men boarded. The family’s daughter was a teacher also at Westside. So there were seven teachers at this place at one time. They were hard working people. They fixed us lunch to take to school. We rode a bus with the children to school. We ate breakfast there every morning. My older sister, who was also boarding in the same room, and I ‘had our few times’ but nothing really significant where we didn’t get along.”

Another teacher related, “When I taught and boarded at Portal for four years, there were two of us at first. Then two more were boarding with someone else and their host got sick or didn’t have boarders any longer and they came over with us and that made four of us with one bathroom and only two rooms.” This same teacher related, “The year I taught at Nevils, three of us had a

little apartment upstairs in the home right in the middle of Nevils. As far as I know, none of us knew that Fall that we would marry during Christmas but we all did. We all left that community without teachers because we all got married.” One teacher remembered, “There were three of us in one room at Stilson.”

One other teacher told about her accommodations. “Our room was a special room that my daughter and I kept everything in and also our food. They had a freezer, not an icebox. Some things I would cook and use later. My boarding hostess would arrange a space there for some of the things I could put in little papers of plastic or foil. I enjoyed baking cakes and pies. I had worked for a doctor’s wife in Coats, North Carolina and she taught me how to bake since my mother had died when I was very young.”

Memories of another teacher include, “We had a two-room apartment upstairs. Everything we needed was upstairs. We were on our own. Of course, we would visit and talk but we didn’t have meals with them. We fixed our lunches for school, usually a sandwich. Also, when I was at home boarding, we had a fireplace. We didn’t have any heat other than a fireplace. We would have to go out and get the wood, take it upstairs and the teachers did their own. They would get the wood and take it in to build a fire. Some mornings it was real cold.”

Open-ended Responses

Responses, which gave more information about boarding and teaching in the 1930s and 1940s but were of a general nature, are summarized below.

Memories of uniforms at Georgia Normal were shared. They consisted of a navy skirt, white blouse, and a navy tie. There was no dress code for teaching and boarding but many of the teachers recalled wearing dresses and skirts to teach and no slacks which were not even made at the time.

Penmanship was stressed and cursive writing. Most of the teachers expressed displeasure at penmanship today. One teacher recalled behavior expectations of teachers.

Miss Franseth came in the schools and checked on curriculum. Miss Franseth was employed by the county but came out from the college (now Georgia Southern).

Another teacher recalled her father selling beef during the Depression to the dining hall out at South Georgia Teachers College a few times during 1932-33 and 1933-34. She did board in the dormitory and thought the beef paid her tuition and that her family still paid for the room and the meals. Several teachers told about only four buildings at the college at the time they attended. The girls’ dormitory was on the left of the administration building as you face Sweetheart Circle. The boys dormitory was on the right of the administration building. All the classes were in the main circle in that big administration building and there was the dining hall.

Reflecting on her boarding and teaching days, another teacher said her preschool age daughter went to school with her. She had learned how to write her name and one through ten already and it was never any problem for her to go along.

The teachers along with their students and their families had to struggle due to a lack of money in the

1930's and 1940's. Pencils and paper were about all of the supplies they could get. Crayons and other materials were unattainable. Yet, each boarding teacher expressed having a good time. Discipline was very different. Many of the teachers voiced that they think that is why school is different today. The roommates enjoyed each other's company overall. Many times they helped each other in planning lessons, in knowing what to do with activities for students, and what to do with the discipline problems they did have.

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